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ABSTRACT

This final report describes activities and accomplishments of the Arkansas Project for Children and Youth with Deaf/Blindness, a 3-year federally supported project to provide support services to children and youth in Arkansas who are deaf-blind. The project provided technical assistance in the following areas: early identification, incidence and characteristics of individuals with deaf-blindness, early intervention, transition, best educational practices including inclusion, functional curriculum including modifications and adaptations, and parental rights and responsibilities. The project focused on two key approaches--first, provision of information to parents and families by a full-time family consultant, and, second, education of key personnel who serve children and youth with deaf/blindness by a full-time education consultant. The project's effectiveness was evaluated by: the number of children identified with deaf/blindness; consumer satisfaction surveys completed by parents; number of professionals, paraprofessionals, and parents who received information and training; and improved skills and knowledge of professionals serving these children as measured by evaluation data and pre- and post-tests. Individual sections of the report provide specific information on the project's purpose, goals, objectives, conceptual framework, accomplishments and outcomes, problems and how they were resolved, research and evaluation findings, impact, and products and publications. (DB)

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ED 391 350

FINAL REPORT

SERVICES TO CHILDREN AND YOUTH IN ARKANSAS WHO ARE DEAF-BLIND

CFDA-84.025A - STATE AND MULTI-STATE PROJECTS

PROJECT PERIOD: 10/01/92 - 09/30/95

DATE OF REPORT: JANUARY 30, 1996

Submitted by:

Arkansas Department of Education

Special Education

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ABSTRACT

The Arkansas Project for Children and Youth With Deaf/Blindness of the Arkansas Department of Education (ADE), Special Education, was designed to enhance and increase services for children 0 - 21 with deaf/blindness residing in the state of Arkansas. The project staff included an Education Consultant, who provided technical assistance to schools and service providers on programming and effective "best practices" for students with deaf/blindness, and a Family Consultant, who provided technical assistance on available resources and services to the families of children with deaf/blindness, and who maintained the state Deaf/Blind Registry.

Technical assistance was provided in the areas of:

- √ Early identification;
- √ Early intervention;
- √ Transition;
- √ Best educational practices including inclusion;
- √ Incidence and characteristics;
- √ Functional curriculum to include modifications and adaptations; and
- √ Parental rights and responsibilities.

The technical assistance was provided to parents and professionals through the use of consultants, workshops, presentations, videotapes, and literature. Replication sites utilizing effective practices were developed to meet inservice and preservice training needs in the area of deaf/blindness.

The effectiveness of project activities was evaluated by:

- √ The number of children identified with deaf/blindness (the total remained within the predicted incidence);
- √ Consumer satisfaction surveys completed by parents of children 0-2 with deaf/blindness;
- √ The number of professionals, paraprofessionals and parents who have

received information on deaf/blindness; and

- √ An increase in the skills and knowledge of professional serving children with deaf/blindness, as measured by evaluation data and pre- and post-tests.

The project also continued its efforts toward interagency collaboration and coordination throughout the duration of the grant.

PURPOSE, GOALS AND OBJECTIVES OF THE PROJECT

The purpose of the Arkansas Project for Children and Youth with Deaf/Blindness was to enhance and increase services and options for children with deaf/blindness in the State of Arkansas. The Deaf/Blind Project has worked diligently over the years to increase the awareness of best educational practices for the families of children with deaf/blindness, school personnel and service providers who provide instruction to children with deaf/blindness, and children and youth with deaf/blindness.

The goals of the project were:

- √ To insure that appropriate and adequate direct services are in place for children 0-2 with deaf/blindness;
- √ To insure that all children 0-2 with deaf/blindness residing in the State of Arkansas are identified;
- √ To insure that parents of children with deaf/blindness have access to training on issues specific to deaf/blindness;
- √ To insure that information specific to deaf/blindness is included in preservice training programs for teachers of students with severe disabilities;
- √ To insure that education personnel serving children with deaf/blindness have access to inservice training in the area of deaf/blindness;
- √ To develop three implementation sites to replicate successful, innovative approaches to serving students identified with deaf/blindness;
- √ To evaluate the effectiveness of technical assistance to parents and professionals; and
- √ To continue the ongoing interagency collaboration and coordination.

These goals and objectives were established to meet the unique needs of children with deaf/blindness and to ensure educational services support families and professionals in effective best practices.

CONCEPTUAL FRAMEWORK FOR THE PROJECT

The Arkansas Project for Children and Youth with Deaf/Blindness considered several factors in developing the project's approach for providing technical assistance. Because of the low-incidence of this population, and the rural nature of the state, neither parents nor professionals, have regular contact with persons knowledgeable in deaf/blindness. Because of the severity of the disability, programs and teaching methods must be significantly adapted and/or modified for application to children and youth with deaf/blindness. Personnel serving this population frequently have not acquired the skill level necessary to develop the needed modifications and/or adaptations. Additionally, since many of these children were previously served in segregated settings, education personnel and parents have not had training regarding inclusion into schools and general education classrooms. Research has indicated that inclusive strategies serve the whole child better and provides them a richer quality of life.

The Arkansas project focused on two key approaches. First, the project provided a full-time family consultant who provided information to parents and families who have children with deaf/blindness. As the primary and only consistent advocate for their child with deaf/blindness, parents have the unique responsibility of insuring that their child receives appropriate, adequate services throughout his or her lifetime. Often, parents must make decisions without the benefit of knowledge of effective best practices or available services. They may not understand the role they can or are expected to play in the development of plans and programs for their child. The provision of technical assistance will prepare parents to be knowledgeable of and understand effective best practices for children with deaf/blindness, understand their role in the development of plans and programs for their children, understand the special, unique needs of their children with deaf/blindness, have the knowledge necessary to access appropriate services and programs for their children with

deaf/blindness, and have the support and understanding of other parents of children with deaf/blindness.

Second, the project focused on educating key personnel who serve children and youth with deaf/blindness. The project has a full-time education consultant who works with school personnel and service providers in providing technical assistance regarding current effective best practices for students with deaf/blindness. An understanding of effective practices and the value of the inclusion of students with deaf/blindness must be held by educators to insure that students receive adequate and appropriate programming. Educators also need the ability to enhance parental involvement in the Individualized Education Program (IEP) process to assure coordinated, non-adversarial efforts on behalf of children with deaf/blindness. In addition, educators are vital to the continued identification of children with deaf/blindness to insure that all such children receive appropriate services. The provision of technical assistance will prepare educators to have an understanding of the unique needs of children with deaf/blindness, have knowledge of the characteristics, definition and incidence of children having deaf/blindness, be knowledgeable regarding effective practices for children with deaf/blindness, understand the role, rights and responsibilities of parents in developing education programs for children with deaf/blindness, have the skills to apply and implement effective practices for children with deaf/blindness, and be aware of programs and resources available to children with deaf/blindness and their families.

The Arkansas Project for Children and Youth with Deaf/Blindness has been effective with this these two approaches of providing technical assistance. The family consultant and education consultant has worked effectively in providing appropriate services for families and educators serving children with deaf/blindness. Annual parent trainings have provided a wide range of information to families of children with deaf/blindness. Educators were provided training focusing on individual needs' surveys specific to each service provider's needs. Individual consultation was provided by the education

consultant to school personnel regarding effective best practices for children with deaf/blindness.

PROJECT ACCOMPLISHMENTS/OUTCOMES

1) The Arkansas Project for Children and Youth with Deaf/Blindness proposed to identify, certify, count, and track children with deaf/blindness from 0-21 who reside in the state. By identifying these children, the project was able to provide technical assistance for children with deaf/blindness to the teachers and direct service providers of these children, thus enhancing the resources and services available to them. Certification of these children insured that they were eligible for services from the project, and counting them enabled the project to verify that its deaf/blind child count was within the expected incidence for the state.
During the course of the grant, a total of 39 children were added to the Deaf/Blind Registry.

2) An interagency committee was established in January 1993 to collaborate and coordinate the planning of the Ski-Hi Institute INSITE training. Committee members included the Part H Early Intervention Coordinator; the state Supervisor of Early Childhood Special Education from the Arkansas Department of Education staff; the family and education consultant for the Arkansas Deaf/Blind Project, Arkansas Department of Education, Special Education; the Parent-Infant Coordinator from Arkansas School for the Deaf; and a representative from the Arkansas School for the Blind, Educational Services for the Visually Impaired. The goal of the committee was to prepare service providers, who serve infants, toddlers and preschoolers with deaf/blindness, throughout the state of Arkansas to become Parent Advisors. These Parent Advisors would provide home intervention for children having deaf/blindness. The above agencies provided financial resources to bring the INSITE model to Arkansas.

The first training was conducted in September and October 1993. A total of 26 professionals was trained with the INSITE model. Of those 26, 12 of the service providers were from the Department of Human Service (DHS) , Early Intervention Program (0-3); four professionals were from the Early Childhood Program (3-5), two people were from the Arkansas School for the Deaf; five people were from the Arkansas School for the Blind, Educational Services for the Visually Impaired; and the family and education consultant for the Arkansas Project for Children and Youth with Deaf/Blindness (0 -21).

After the 1993 INSITE training was completed, the steering committee decided to train at least one parent advisor to become a state trainer for the INSITE model in Arkansas. Through financial assistance from the National Diffusion Network (NDN) as well as other resources from the committee, an identified parent advisor from the Arkansas School for the Deaf was trained in the summer of 1994 to become a state trainer for INSITE.

In 1994, a second statewide training on INSITE was conducted in which the state trainer assisted the national trainer. The professionals trained in the model consisted of 26 individuals serving children from birth to five. At the end of this grant period, a total of 52 professionals was trained in this model. As a result of this training, more children were identified for the Arkansas Deaf/Blind Project. The education consultant continues to facilitate the steering committee which oversees the INSITE training.

3) Project staff developed a brochure regarding deaf/blindness for dissemination to parents and professionals of all public and private agencies, institutions and organizations serving children with deaf/blindness. The brochure included information on the definition of deaf/blindness, as well as characteristics and expected incidence. It also included information on the resources and services available statewide for serving this population. Project staff utilized the capabilities of the Arkansas Department of

Education (ADE) for the development and printing of the brochure.

4) Technical assistance to families took a variety of forms over the three-year course of the grant. One of the most effective was the annual parent training session sponsored by the Arkansas Deaf/Blind Project and the Arkansas Department of Education, Special Education. Parent training sessions were held in April of 1993, June of 1994, and September of 1995. In order to enable as many families as possible to participate in the training, financial resources were provided by the Arkansas Department of Education, Special Education Unit, and the TRACES Project, which paid for all expenses for parents and family members, including meals, lodging and travel, on-site respite care as needed and consultant fees.

The topic of the parent training in April of 1993, was "Issues Facing Families of Children With Deaf/Blindness." The presenter was Marlyn Minkin, director and counselor for the Family Education and Counseling Center on Deafness at Bellevue, Washington. A total of thirteen parents and family members attended the training.

The parent training in June of 1994, was entitled, "Strategic Planning." The presenter was Dr. Jackie Jones, Coordinator of the Arkansas Comprehensive System of Personnel Development. This was a joint endeavor by the Arkansas Project for Children with Deaf/Blindness, and the parent group, United Family Organization for Arkansans With Deaf/Blindness. Dr. Jones let the parent group through a strategic planning process regarding their parent group. The group developed a common vision, scanned the environment and identified problems and opportunities to impact the vision, and assisted the parent group in developing action plans to reach their outcomes. There were eight parents and family members who received this training.

The topic for the parent training in September of 1995, was information on Increasing Capabilities Access Network (ICAN) which provided hands-on demonstration on

assistive technology devices and training on building partnerships between families and schools. Staff personnel from ICAN and from the Arkansas Disability Coalition conducted the training. Seven parents and family members received this technical assistance.

5) The Arkansas Deaf/Blind Project obtained curriculum modules entitled, "Curriculum Modules for Teaching Students With Dual Sensory Impairments," which was developed by the Deaf/Blind Intervention Program of the University of Kentucky. These modules have been duplicated and disseminated to Institutions of Higher Education (IHE) in Arkansas. The Education Consultant collaborated with representatives from Institutions of Higher Education to include the curriculum module in the teacher training programs at each IHE. Through collaboration with the IHEs, the training modules will be offered to department chairs for inclusion in existing course content for severe/profound, vision, hearing, rehabilitation and preschool programs. This effort will ensure that more graduates of teacher training programs will be provided with information regarding deaf/blindness, and will at least have beginning skills for educating students with deaf/blindness.

The following is a list of IHEs who have received the curriculum modules and will include some of the information into the teacher training programs:

- University of Arkansas at Little Rock
- University of Arkansas at Fayetteville
- University of Arkansas at Pine Bluff
- Henderson State University
- Arkansas State University
- University of Central Arkansas
- Southern Arkansas University

As a result of providing these curriculum modules to IHE, more students have been identified as deaf/blind and more educators are aware of the needs of students with

deaf/blindness. Another result of this collaboration has been IHE's requesting the education consultant to present to college classes regarding deaf/blindness and the issues surrounding this low incidence population.

6) The technical assistance provided by the Education Consultant has included workshops on functional programming, ecological assessment, inclusive strategies, instructional strategies for serving students with deaf/blindness and severe disabilities, and programming issues for students with deaf/blindness. These workshops were presented to school district personnel, and other service providers serving children with deaf/blindness. In 1992-93 grant years, approximately 240 individuals were trained. This included staff from the vocational education division of the state department of education, general educator, special educators, special education administrators, principals, and families from school districts throughout the state of Arkansas. In the 1993-94 grant year, approximately 495 individuals were trained. This included special education administrators, general educators, special educators, college graduate students at the University of Arkansas at Little Rock, principals, and families from school districts in Arkansas. In the 1994-95 grant year, approximately 519 individuals were trained. This included teams from school districts which consisted of parents, special educators, general educators, principals, and related service personnel. It also included school boards and day service centers who serve students with deaf/blindness.

The Education Consultant collaborated with consultants from the Arkansas Special Education Resource Center and the Arkansas Easter Seal Society Outreach Program to provide regional training for teachers and educators serving students with severe disabilities including students with deaf/blindness. The training focused on functional curriculum with topics ranging from parent inventories, scheduling and organizing the classroom, teaching strategies, and behavior management to inclusive strategies in a general education setting.

As a continuation of the "Arkansas Schools Are for All Kids' (AR-SAFAK) training on inclusion provided during two previous grant years to ten districts serving students with deaf/blindness, a Training of Trainers (TOT) for AR-SAFAK was held in December, with a second session scheduled for March 1994. The trainers consisted of one special education and one general education teacher, a speech pathologist, a principal, and a superintendent, all of whom received the initial AR-SAFAK training and who currently serve students with deaf/blindness. The trainers received two days of instruction on training methods specific to the AR-SAFAK workshop, and assisted with an AR-SAFAK Level 1 training for ten additional school district teams. The training was provided in collaboration with the Arkansas Comprehensive System of Personnel Development (ACSPD), which funded the activity. Trainers participating in the AR-SAFAK training included representatives of special, general and administrative education programs of four institutions of higher education (IHEs): state consultants in serving students with severe disabilities, district personnel previously identified, and the Project staff of the Arkansas Deaf/Blind Project. The Project staff also serves on the AR-SAFAK Steering Committee which plans the inclusive trainings for each school year. The Project staff also assists with any revisions on the AR-SAFAK manuals, and support the philosophy that "Schools Are for All Kids."

7) The Education Consultant has provided on-site technical assistance to school districts, day service centers, and families serving students with deaf/blindness. Consultation has been in the form of written reports, telephone technical assistance, video tapes, printed materials, as well as the workshop described earlier. The Education Consultant also provided follow-up technical assistance to the ten school districts who were trained with the SAFAK model. All of the ten school districts served students with deaf/blindness.

8) The Project developed two replication sites in serving children with deaf/blindness in

collaboration with the TRACES Project. The TRACES Project funded these activities. For the development of the first replication site at the Little Rock School District, Jim Durkel, a consultant for the Texas School for the Blind and Visually Impaired/Deaf-Blind Outreach Program, provided a workshop on functional hearing assessment in May 1993. Participants included teachers and related service personnel serving students with deaf/blindness in the Little Rock School District. In addition, he provided on-site technical assistance to the teachers of the elementary and secondary classrooms identified as the initial replication sites, and to an additional elementary teacher serving a student with deaf/blindness. In September 1993, Robbie Blaha, consultant for the Texas School for the Blind and Visually Impaired/Deaf-Blind Outreach Program, presented a workshop on functional vision assessment for teachers and related service personnel serving the replication sites. She also provided on-site technical assistance in adapting materials and instructional strategies for students with deaf/blindness to the teachers of the elementary and secondary replication sites. Parent of the students with deaf/blindness also participated in the workshops and on-site technical assistance activities.

The second replication site for grant year 1994-95 was developed in northwest Arkansas for the Gravette School District. In April 1994, Joan Houghton, a consultant for the Helen Keller National Project-Technical Assistance Center (HKNC-TAC), presented a training for personnel serving a student with deaf/blindness. She also provided on-site technical assistance for the teacher working with the student with deaf/blindness. The technical assistance focused on orientation and mobility for this student who will transition to the middle school from elementary school.
Follow up support continued by the Education Consultant from the Arkansas Deaf/Blind Project in each grant year. These replication sites will continue to receive ongoing support from the Project staff as well as other consultants.

9) The Functional Integrated Curriculum manual, previously titled the Community-Based Instruction (CBI) manual, was completed in July 1993. The name of the manual was changed to emphasize a type of curriculum, not a particular classroom, teacher, or student. Through the revision and editing of the manual, Project staff ensured that current best practices for students with deaf/blindness were included. In the 1993-94 school year, training was provided to all state special education administrators. The manuals were provided to the administrators to distribute to educators of students with severe disabilities including children with deaf/blindness. In the 1993-94 school year, 92 of the 113 special education administrators received the Functional Integrated Curriculum manual. Each grant year, the education consultant from the Project, a consultant from the Arkansas Special Education Resource Center, and a consultant from the Arkansas Easter Seal Society - Outreach Program, plan and coordinate annual training regarding strategies related to functional curriculum. This training is offered to all educators who provide services to children with severe disabilities including deaf/blindness.

10) The interagency Arkansas Task Force for Deaf/Blind Persons continues to serve as the Advisory Board for the project. The Task Force has identified itself as an information sharing entity for agencies and personnel serving persons with deaf/blindness. The Project staff participated on a subcommittee of the Interagency Council on Self Sufficiency which studied transition issues in relation to persons with deaf/blindness. Two case studies on two students with deaf/blindness were completed. This consisted of future planning for the individual student and providing that information to the family and the student with deaf/blindness. One case study was conducted in central Arkansas, and the other one was conducted in the southern part of the state. These case studies will be used in the future to identify barriers to the transition of students with deaf/blindness into school and community environments.

11) The Family Consultant of the Deaf/Blind Project currently serves on the Increasing Capabilities Access Network (ICAN) technology project's Advisory Board. The committee worked on developing an interagency agreement regarding the provision of assistive technology services. They have reviewed the IEP process to determine a way to ensure that assistive technology is addressed in the IEP meeting. They are also in the process of developing a presentation on assistive technology services, funding, definition, etc. for statewide distribution.

12) Education Consultant of the Project served on two local school district inclusion teams that received training from the Vermont systems change grant to support inclusion of students with severe disabilities into general education. The model was replicated in two central Arkansas school districts that serve students with deaf/blindness. Both school districts have also received training in the Arkansas "Schools Are For All Kids" training.

DISCUSSION OF PROBLEMS AND HOW THEY WERE RESOLVED

1) The Ski-Hi Institute INSITE training was initially deleted from the planned activities because the level of funding received in the grant award did not allow for the training. However, project staff investigated other sources of funding for the training and established an interagency steering committee to collaborate and coordinate the planning of the INSITE training. Committee members included the Part H Early Intervention Coordinator; Project staff of the Arkansas Project for Children with Deaf/Blindness, the state supervisor of Early Childhood, Special Education, Education and Training Consultant from the Department of Human Services, a representative from the Arkansas School for the Deaf, and a representative from the Arkansas School for the Blind. Committee members collaborated with funding and coordinating the training opportunity. This training has been ongoing for all three grant years, even though, the Project's grant did not provide funding for this activity. All funding was obtained through collaborative efforts from the above agencies.

2) The development of a brochure regarding the Arkansas Project for Children with Deaf/Blindness was deleted from the 1992-93 and 1993-94 grant years because of lack of funding. However, the Arkansas Department of Education, Special Education, received updated technology and was able to develop two brochures in the 1994-95 grant year. One brochure focused on the Arkansas Project for Children With Deaf/Blindness and described services available to families and professionals who serve students with deaf/blindness. The other brochure focused on census information for the Deaf/Blind Project.

3) Since the funding level of the grant for all three years was less than expected, the further development of a resource library for parents and professionals serving children with deaf/blindness was deleted. The materials currently on hand at the Arkansas

Department of Education, Special Education, will continue to be available for loan, but no additional materials were purchased.

4) Since funding for the grant was not as expected, the Project could not assist parents in attending workshops, conferences and training by paying their expenses. Funding also was cut in providing at least one annual parent training for each grant year, however; because this is such an important need, the Arkansas Department of Education, Special Education Unit, provided the funding through other grant money for all parent training in each grant year. Also, the Project collaborated with the TRACES Project, and the parent group to access other funding opportunities to support this activity.

5) The original plan of the grant was to establish three replication sites utilizing effective practices for children with deaf/blindness. Because of lack of funding for this activity, the Project collaborated with the TRACES Project and established two of these sites. The TRACES Project provided the funding to achieve this effort for two locations in Arkansas. These two sites also received technical assistance from local IHE personnel, and from other state consultant in the area of serving students with severe disabilities. These replication sites will also be used in future grant years.

6) Because of lack of funding for grant activities, travel money for on-site technical assistance was not provided. However, funding for all travel was provided through other grant funds at the Arkansas Department of Education, Special Education Unit. This continues to be a challenge throughout all grant years.

RESEARCH OR EVALUATION FINDINGS

The McCallon Workshop Evaluation Scale measure of consumer satisfaction was completed by a total of 25 participants who received on-site training. This training was in regard to the replication sites. The functional assessment workshops were conducted in May and September 1993. For the functional audiological assessment workshop, the total overall mean score was 6.4 on a scale of 1-7. For the functional vision assessment workshop, the total overall mean score was 6.7 on a scale of 1-7. The mean pretest score for the audiological workshop was 41 out of 100, with a range of zero to 80. The mean post-test score was 99 out of 100 points, with a range of 90 to 100. This demonstrates a mean gain of 58 points from pre- to post-test.

A specific evaluation from developed by the Arkansas Department of Education, Special Education Unit is used when any project staff conduct workshops or training. This evaluation form also indicates outcomes achieved by participants.

For the parent training held in April 1993, a total of 13 participants completed evaluation forms. On a scale of one to five, with five being the most positive, the workshop received a total of 256 points out of a possible 260 for the four categories measured, for an overall approval rating of 98.5%.

The parent training conducted in June 1994, a total of eight participants completed the evaluation forms. This form focused on outcomes as well as overall percentages. Some of the examples of what participants will start doing as a result of this experience is as follows: try to be more positive and volunteer more, have a whole list of new responsibilities, get more involved with the parent group, think more positive, calling parents, becoming more involved and pressing for greater parent involvement and public awareness. The overall content and quality control results were 97%

satisfaction with the content of this training.

The parent training conducted in September 1995, had five completed evaluation forms from participants. Some of the things participants will start doing as a result of this experience is as follows: I will be more assertive for my grandchild's rights, standing up for my child's rights more, telling others of IEP role in child's education, advocate, and be more assertive and learn to say no. The overall results of the content of the workshop was 98% satisfaction.

Evaluations by the participants of teachers receiving training in functional curriculum, and inclusion revealed that the "practical application to my current needs" was rated as fair by 8%, average by 18%, above average by 43%, and excellent by 31%. "Overall effectiveness of the workshop" was rated as fair by 0%, average by 15%, above average by 48%, and excellent by 37%. Accordingly, it was determined that the scope and content of the workshop successfully met the needs of teachers of students with deaf/blindness.

PROJECT IMPACT INCLUDING PRODUCTS, PUBLICATIONS, ETC.

1) The Project staff developed two brochures which will be distributed in the following grant years to parents and professionals of all public and private agencies, institutions and organizations serving children with deaf/blindness. One brochure described the Project and what services are available, the second brochure described the census information required by the project. Information was provided on each brochure in regard to contacting project staff for further information.

2) The "Functional Integrated Curriculum" manual was developed and distributed to school districts in Arkansas. A total of approximately 1150 manuals was distributed to school districts serving students with severe disabilities including children with deaf/blindness. A second printing of an additional 500 copies was printed in February 1995. This manual was also made available free of charge at the annual Project Directors meeting in Washington, D.C. in the fall of 1994. Approximately, 30 manuals have been mailed to other states who serve students with deaf/blindness. These manuals have also been made available to the IHE's in the state of Arkansas. These manuals will continue to be available to families and professionals serving students with deaf/blindess in Arkansas as well as the nation.

3) As a result of the INSITE Reunion, a video tape was developed for the Project's resource library. This video is made available to all school districts and families of children with deaf/blindness. Topics on the video focused on functional vision assessment, communication issues and strategies, and play activities to foster communication and motor activities in children zero to five with deaf/blindness.

FURTHER INFORMATION FOUND

Information regarding the 1992-95 Arkansas Deaf/Blind Project grant can be found through ERIC Clearinghouse. The address is as follows:

ERIC/OSEP Special Projects
ERIC Clearinghouse
Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

ASSURANCE STATEMENT

The final report for grant years 1992-95 has been sent to the ERIC Clearinghouse at the above address. This report was sent by the Education Consultant/Project Coordinator for the Arkansas Deaf/Blind Project. If more information is needed please contact the following individual at:

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